



Indiana Department of Education

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Indiana High Ability Language Arts Units – Grade 6 Power of the Mind Content Differentiation – July 2015

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternate that might be more appropriate for average to above average learners
1	Pre-assessment: Grammar, Informational Text, Concept, and Writing	<p>Alternate assessment:</p> <p>Choose only one or two of the pre-assessments that are most effective for demonstrating growth of the average to above-average learners in the classroom.</p>
2	Concept of Power Generalizations	<p>Because this lesson is completed in groups with several students brainstorming at one time, there may be no need for differentiation during the chart activity.</p> <p>Generalizations in simpler terms:</p> <ul style="list-style-type: none"> • Power is everywhere. • Power may be used for good or evil. • People want power. • Power can be passed on to others or taken away altogether. <p>Alternate discussion questions:</p> <ul style="list-style-type: none"> • Name some people who you think have power. • What kind of power do you have? • What would you like to see included or changed in the list of ideas about power? <p>Alternate homework:</p> <p>Since an alternate classic novel for this unit is <i>Swiss Family Robinson</i>, by Johann D. Wyss, the group of students who are reading it may be asked to watch this 1960 Disney movie trailer and list events that they suspect will be in the novel.</p>

3	Introduction to <i>Robinson Crusoe</i> (Lexile 1320)	<p>Alternate anchor text:</p> <p>Introduction to <i>Swiss Family Robinson</i> (Lexile 1190) Copy of the novel <i>Swiss Family Robinson</i> is available in the public domain and is free on Kindle. Here is a link to Project Gutenberg online downloads.</p> <p>Other possible novels that may already be in classrooms that support the theme of survival and Power of the Mind: <i>Hatchet</i> by Gary Paulsen (Lexile 1020) <i>The Cay</i> by Theodore Taylor (Lexile 860) <i>My Side of the Mountain</i> by Jean Craighead George (Lexile 810) <i>Stowaway</i> by Karen Hesse (Lexile 830) – This novel also links well with a social studies unit on exploration: Captain James Cook’s travels.</p> <p>Alternate discussion questions:</p> <ul style="list-style-type: none"> • What would you miss most about your daily life if you were faced with survival on an island? • What part of being faced with such an adventure might be most enjoyable? • Is there a “survival” situation that has caused you to use problem-solving skills and the power of your mind? <p><i>Swiss Family Robinson</i> closely mirrors events from <i>Robinson Crusoe</i>, far beyond the title reference. There are family visits to the ship, daily labors, home building, animal encounters, natural disasters, and even finding another human on the island. Still posing the classic challenge, it makes a good companion novel for the unit. Students in different reading groups can compare the events of <i>Robinson Crusoe</i> and <i>Swiss Family Robinson</i>.</p> <p>The Penguin Classic of <i>Swiss Family Robinson</i> breaks the reading into 17 chapters, allowing for a reading schedule that will be similar to that of <i>Robinson Crusoe</i>. There are also many online resources to accompany the novel.</p> <p>As another differentiation technique, oral reading of <i>Swiss Family Robinson</i> is available in the public domain: https://librivox.org/search?q=swiss%20family%20robinson&search_form=advanced</p>
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		<p>Alternate homework: Wherever continued reading of the novel is indicated as homework, <i>Swiss Family Robinson</i> may be substituted for <i>Robinson Crusoe</i>.</p>
4	Powerful Classic Vocabulary and Language	<p>Vocabulary Map: Words from Ch. 1 of <i>Swiss Family Robinson</i> that may be used: fortitude, contrived, precarious</p> <p>Four-Level Analysis sentence possibilities: (paraphrased from the novel) – choice will be based on students’ grammar knowledge.</p> <ul style="list-style-type: none"> • I rejoiced at my wife’s fortitude. • I gazed at my family and rejoiced at my wife’s fortitude. • I gazed at my loved ones and rejoiced at my wife’s fortitude. • I contrived outriggers with long poles across the stem and stern. • It was not pleasant in this precarious situation, (but we sat down for an enjoyable supper.)
5	Analyzing Literature – <i>Swiss Family Robinson</i> :	<p>Alternate paragraph for the Reading Analyzer (From Chapter 1):</p> <p>“So much time had now slipped away that we found we could not return that night, as I had wished. We signaled our intention of remaining on board, and then spent the rest of our time in taking out the stones we had placed in the boat for ballast, and stowed in their place heavy articles, of value to us. The ship had sailed for the purpose of supplying a young colony; she had therefore on board every conceivable article we could desire in our present situation; our only difficulty indeed was to make a wise selection. Fritz seemed sanguine that we would be able to return for more, but of that I was far from certain. A large quantity of powder and shot we first secured, and as Fritz considered that we could not have too many weapons, we added three excellent guns, and a whole armful of swords, daggers and knives. We remembered that knives and forks and spoons were necessary, we therefore laid in a large stock of them, and kitchen utensils of all sorts. Exploring the captain's cabin, we discovered a service of silver-plate and a cellaret of good old</p>

		<p>wine; we then went over the stores, and supplied ourselves with potted meats, portable soups, Westphalian hams, sausages, a bag of maize and wheat, and a quantity of other seeds and vegetables. I then added a barrel of sulphur for matches, and as much string, cordage, and sailcloth as I could find. Fritz reminded me that sleeping on the ground, even with the leaves and moss the boys had collected, had been both cold and hard, and prevailed upon me to increase our cargo by some hammocks and blankets. All this—with nails, tools and agricultural implements—completed our cargo, and sank our boat so low, that I should have been obliged to lighten her had not the sea been calm.</p> <p>Alternate discussion questions:</p> <ul style="list-style-type: none"> • The choices that the family made regarding what to take from the ship indicate their priorities. What does the family value in their present situation? • What articles of cargo may reflect the family's wish for power? • What changes might you have made as to what to salvage from the ship? Why?
6	Nonfiction Connection – The Real Robinson Crusoe Island	<p>Choose one of the articles for the students to research information (suggestion: As a travel destination http://www.unique-southamerica-travel-experience.com/robinson-crusoe-island.html); teacher may need to work through the critical thinking questions with the group</p> <p>Alternate activities:</p> <ul style="list-style-type: none"> - Students may create a travel brochure for the real Robinson Crusoe Island. - List the top ten reasons to visit Robinson Crusoe Island, including evidence and reasons. <p>Alternate discussion questions:</p> <ul style="list-style-type: none"> • What similarities and/or differences do you detect between Robinson Crusoe's island experience and that of the Swiss Family Robinson? • Which would be preferable for survival? Why?

7	Elements of Poetry – “Invictus”	<p>Accompanying reading: This short biography on “Invictus” author William Ernest Henley may be an accompanying reading for those who need an alternative. http://www.poetryfoundation.org/bio/william-ernest-henley</p> <p>Accompanying discussion question for differentiation:</p> <ul style="list-style-type: none"> How might Henley’s physical struggles have inspired him to write “Invictus?”
8	Concept Connection – “Long Walk to Freedom”	<p>Alternate readings:</p> <p>Short biography on Nelson Mandela (includes a 2 minute biography video) http://www.biography.com/people/nelson-mandela-9397017</p> <p>AND/OR</p> <p>The apartheid movement in South Africa explained in “kids” terms: http://www.ducksters.com/history/civil_rights/apartheid.php</p> <p>Sharing: Students can start the discussion by presenting background information on Mandela and the apartheid movement in South Africa.</p>
9	Linking Text and Media – “Invictus” movie clip	With appropriate guidance and/or scaffolding, all students should be able to take part in this lesson.
10	Grammar Power – 4-level sentence analysis	<p>Alternate 4-level sentence:</p> <p>This quote by Nelson Mandela allows for a simple sentence on the theme of power by removing the selected clause.</p> <p><i>“Education is the most powerful weapon which you can use to change the world.”</i></p>
11	Writing a Robinson Crusoe-Style Journal Entry	<p>Alternate writing activity: Students who are reading <i>Swiss Family Robinson</i> may write a journal entry from the viewpoint of one of the Robinson family members. Collaborative edits and the editing checklist will still apply.</p>

12	Creative Problem Solving – Exploring the topic of isolation	With appropriate guidance, grouping, and scaffolding, all students should be able to take part in this lesson.
13	The Concept of Power – linking concept generalizations to poetry	Alternate reading: “As I Grew Older” by Langston Hughes <ul style="list-style-type: none"> - explores the power of finding and reclaiming one’s dreams - Socratic seminar format and links to generalizations may still be utilized for this poem.
14	Teleplay – “The Monsters Are Due on Maple Street”	Read aloud: With appropriate guidance, and scaffolding, all students should be able to take part in this lesson.
15	Plot summary – <i>Robinson Crusoe</i>	Alternate activity: Students who are reading <i>Swiss Family Robinson</i> will do a plot summary and timeline template for that novel.
16	“Let’s Create a Scene” – Writing and performing a screenplay	Alternate activity: Students who are reading <i>Swiss Family Robinson</i> will be grouped together and may choose a scene from their timeline template from Lesson 15 to perform a skit or complete a video excerpt. Alternately, a movie trailer for the novel could be created.
17	Powerful Persuasive Tools – The Pillars of Persuasion and use of the Hamburger Model for pre-writing	Instructional lesson for whole group Possible examples of argumentative writing prompts can be found here: http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/?_r=0 Links within the above learning connection take young readers to New York Times articles on the specific topic – excellent for analyzing ethos, logos, and pathos. Depending upon the class makeup, teachers may choose the articles or allow for student choice.

		Alternate discussion questions: <ul style="list-style-type: none"> - Considering the article you read, what are the examples of ethos, pathos, and logos? - What personal anecdote might you include to strengthen your position on the topic? - How would you address the “naysayers” regarding the topic?
18	Writing Workshop – Persuasive writing	<p>While all students should be able to complete the persuasive letter to parents, a writing workshop setting will allow for teacher meetings and input along the way. During 1:1 meetings with students, the teacher may need to help students formulate a thesis statement and stay with it throughout the letter. Where deemed appropriate, students may be exempted from the paragraph that addresses naysayers.</p>
19	Short Story – “Through the Tunnel”	Alternate reading: <p>“Charles” by Shirley Jackson – explores the concept of Power of the Mind through the mind of a kindergarten boy who tells stories of the “bad kid” at school and the minds of his parents who do not see Charles as their child’s alter ego.</p> Alternate vocabulary for mapping: <p>renounce(d), insolent(ly), reformation, incredulous(ly)</p> Alternate discussion questions: <ul style="list-style-type: none"> - Why do you think Laurie told his parents about Charles’s antics at school? - How do others perceive Charles’s behavior? e.g. - the teacher, Laurie’s parents, classmates? - How does Laurie demonstrate ‘power of the mind’? - How do his parents demonstrate ‘power of the mind’?
20	Short Story – “The Tell-Tale Heart”	Alternate reading: <p>“The Open Window” by H.H. Munro (Saki) – explores the concept of Power of the Mind through exploring the difference between reality and appearances. The niece’s ability to tell a wildly imaginative and dramatic tale on the spur of the moment will lend itself to the concept discussion as well.</p>

		<p>Alternate discussion questions:</p> <ul style="list-style-type: none"> - What story does the niece Vera tell Frampton regarding her aunt Mrs. Sappleton? - What does Frampton reveal about his mental state? - How does he hope that his stay at the rectory will improve his health? - How do the events of the story affect Frampton? - How does this story relate to the concept of ‘power of the mind’? - Why do you think the niece wove such a tale in the first place? - What might such a vivid tale reveal about Vera?
21	Writing: A Journalist’s Perspective - writing an informational article	<p>Alternate writing assignment - Writing a narrative:</p> <p>Rather than writing a third person journalistic account of the short stories in Lessons 19, and 20, this writing lesson may be narrative, featuring a different character’s point of view.</p> <p>If choosing “Charles,” rewrite the story from the parents’ or the teacher’s point of view.</p> <p>If choosing “The Open Window,” rewrite the story from the niece’s (Vera’s) point of view.</p> <p>Changes to the Self-Assessment Checklist:</p> <ul style="list-style-type: none"> - Narrative captures the reader’s attention through an engaging “hook.” - Character’s point of view is in line with how that character was described in the original short story. - Action mirrors that of the original short story through the new point of view. - Word choice is precise and interesting with strong verbs and no overused words. - Sentence structure is interesting and varied. - There are no errors in grammar, usage, or spelling. - Quotations are included and written correctly. - Proofreading and editing yielded changes that lead to an improved final product.
22	Philosophy and Art – investigating	With possible grouping adjustments, all students should be able to complete this lesson.

	the philosophies of art	
23	Art and Power of the Mind – local art expert speaks on how art affects us	Full class instructional lesson with a guest lecturer
24	Critical Thinking – Analyzing print ads	With possible grouping adjustments, all students should be able to complete this lesson.
25	Problem-based learning – Advertising team creates solutions to a real-world situation	<p>With possible grouping adjustments, all students should be able to complete this lesson.</p> <p>Suggestion – While all listed sites are appropriate reading level for sixth grade students, the teacher may need to assist student groups on assignments of what to read from the list of brain research websites.</p> <p>Neuroscience for Kids is the most accessible reading for those who may need scaffolding.</p> <p>There is also an excellent video on the brain that is included on the Neuroscience for Kids website: http://uwtv.org/series/brainworks/watch/CAKscnzkhHg/</p>
26	Problem-based learning – new information impacts presentation plans	The teacher may choose to omit the “new information” piece of the Problem-Based Learning lesson if it is deemed necessary for some students.
27	Problem-based learning – Delivering a multimedia presentation that highlights and explains a product	<p>With possible grouping adjustments, all students will be able to complete this lesson.</p> <p>Because it is a group effort, the written report portion of the lesson should not pose a problem for students. Assessment of the product may be adjusted for students who demonstrate varying degrees of readiness for such a project.</p>
28	Concept of Power – reflection on unit activities and their	<p>Alternate selections for the matrix:</p> <ul style="list-style-type: none"> - <i>Swiss Family Robinson</i> by Johann D. Wyss - Biography of William Ernest Henley, author of “Invictus” - Biography of Mandela or Apartheid information - “The Monsters Are Due on Maple Street” by Rod Serling

	relationship with power	<ul style="list-style-type: none"> - Persuasive letter to parents - Short Stories – “Charles” and “The Open Window” - Philosophy and Art - PBL – Brain Research and Advertising
29	Post-assessments: Grammar, Informational Text, Concept, and Writing	<p>Alternate assessment:</p> <p>Choose the same type of assessment(s) that were given as pre-tests in order to demonstrate growth of the average to above-average learners in the classroom.</p>